THE GRADE NINE STUDENT SURVEY:

FALL 1981

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INTRODUCTION

As outlined by Wright and Dhanota (1980), the Grade 9 Student Survey evolved from a continuing interest of the trustees in the characteristics of students studying at various levels of difficulty. This survey of Grade 9 students was to be analyzed in terms of socio-economic status, ethnicity and race:

> "(3) A similar survey of Grade 9 students be undertaken annually to augment the student data file and the entries and withdrawals report."
>
> (Board Minutes, 1980, p. 108)

Although this report will be very similar to the one prepared a year ago, there are a few differences. Selected comparisons will be made between this year's data (fall 1981) and last year's data (fall 1980). There will be some minor modifications in the data analyses and presentation. By using a regular format, it is expected that readers will find the method of data presentation increasingly familiar and the information easier to access.

School by school data on students' first language spoken and their race were provided as a separate report last year. This year, the data are incorporated in the main body of the report.

PROCEDURES

The data collection phase of this survey was conducted during the fall at a less busy time than the previous year's survey. The staff in the schools and the students continued to be very cooperative. The data collection forms (Appendix A) which were used were essentially the same as those used in the preceding year.

As soon as the September 30th attendance rolls were completed, the Computer Services Department produced labels for every Grade 9 student so that pre-identified forms could be sent to the schools. The forms were pre-packaged for each Grade 9 home room. As before, all students in these Grade 9 home rooms were included. They completed the forms under the direction of the home room teacher according to the schedule established in that school by the principal. Completed forms were collected by the home room teacher and returned to the school office and from there to the Research Department. In one school, students are organized according to a "house system"; i.e., students from more than one grade are in the same home room. With the help and cooperation of the school's Guidance Department, arrangements were made to have forms distributed to students taking Grade 9 English.

Forms were distributed to the schools at the end of October. Most responses had been received by the end of November with the last of the data being received by the end of the year. Coding the forms and keypunching proceeded smoothly. However, a series of unrelated technical problems and mishaps seriously delayed the editing, preparation and loading of the master tape on the computer at the Ontario Institute for Studies in Education thus delaying the publication of this report. Data analyses were done using the SPSS package (Nie et al. 1975).

FINDINGS

There were 8464 labelled forms distributed; 6675 were returned completed, 791 were not returned, 380 were returned blank with no information and 617 were returned not completed but with an explanation such as absent, not in class, not in school, transferred or dropped out. There were also 292 "new" students who completed blank forms (without labels). This would include some of the students who had changed classes or schools. This report is based on the 6967 students (i.e., 6675 + 292 or 82% of the distributed forms) who completed the survey form. Within the context of this report, "no information" refers to students who did not answer a particular question even though they replied to at least one of the other items on the survey form. Care must be taken in interpreting tables with large amounts of missing ("no information") data.

Some General Characteristics of the 1981 Grade 9 School Population

Data from both this (1981) Grade 9 student survey and the previous year's survey (1980) are provided in this section on general characteristics to allow the reader to make comparisons between the two years. After several

years it may be possible to identify trends if there are consistent patterns of changes.

Place of Birth and Date of Arrival

Table 1 summarizes the students' places of birth by region and Table 2 provides a detailed listing of the places of birth by province for Canadian-born students and by country for those not born in Canada. These tables show that there is a great degree of stability from 1980 to 1981 in the proportions of students' immigrating from most countries. In Table 2, an asterisk indicates those countries that have exhibited a + or - change of at least 0.5%. Table 3 shows the varying rate of immigration of these students to Canada over the last decade and a half. In 1980, 590 or 22% of the immigrant students had arrived within the last three years. In 1981, 821 or 30% of the immigrant students had arrived within the last three years.

First Language Spoken and Language Fluency

Table 4 looks at whether or not English and/or French was a first language. Apart from a slight increase in the proportions of students who spoke a language other than English and/or French as a first language, very little

TABLE 1

PLACE OF BIRTH BY REGION - GRADE 9 STUDENTS

Region	1981 Number	1981 Percent	1980 Number	1980 Percent
Ontario	3896	55.9	4042	57.2
Other Provinces	331	4.8	336	4.8
Outside Canada[1]	60	0.9	54	0.8
United States & Mexico	106	1.5	100	1.4
South America	238	3.4	229	3.2
Central America	11	0.2	11	0.2
Caribbean Region	394	5.7	355	5.0
Europe	951	13.7	1142	16.2
Middle East	13	0.2	13	0.2
Far East	454	6.5	343	4.9
South East Asia	340	4.9	258	3.6
Oceania	15	0.2	18	0.3
South Asia	90	1.3	87	1.2
Africa	35	0.5	43	0.6
No Information	33	0.5	34	0.5
TOTAL	6967	100.2*	7065	100.1*

[1]Country not specified.

*Does not equal 100% because of rounding.

NOTE: Regions were defined using the categories found in Information Please Almanac, Atlas & Yearbook, 1979, 33rd Edition, The Viking Press, New York, 1978.

TABLE 2

COUNTRY OR PROVINCE OF BIRTH - GRADE 9 STUDENTS

Country	1981 Number	1981 Percent	1980 Number	1980 Percent
*Ontario	3896	55.9	4042	57.2
Quebec	122	1.8	118	1.7
New Brunswick	15	0.2	25	0.4
Nova Scotia	37	0.5	39	0.6
Prince Edward Island	5	0.1	5	0.1
Newfoundland	24	0.3	31	0.4
Manitoba	12	0.2	14	0.2
Saskatchewan	9	0.1	12	0.2
Alberta	14	0.2	21	0.3
British Columbia	27	0.4	31	0.4
Yukon, North West Territories	1	0.0	1	0.0
Canada (No Province Specified)	65	0.9	39	0.6
United States	103	1.5	97	1.4
Mexico	3	0.0	3	0.0
Outside Canada (Not Specified)	41	0.6	54	0.8
SOUTH AMERICA				
South America (Not Specified)	4	0.1	4	0.1
Argentina	12	0.2	8	0.1
Bolivia	2	0.0	0	0.0
Brazil	20	0.3	14	0.2
Chile	13	0.2	9	0.1
Columbia	7	0.1	16	0.2
Ecuador	81	1.2	79	1.1
Guyana	86	1.2	81	1.1
Peru	6	0.1	10	0.1
Uruguay	6	0.1	4	0.1
Venezuela	5	0.1	4	0.1
CENTRAL AMERICA				
Central Ameria (Not Specified)	2	0.0	0	0.0
El Salvador	2	0.0	1	0.0
Guatemala	8	0.1	9	0.1
Honduras	0	0.0	1	0.0
Panama	1	0.0	0	0.0
CARIBBEAN REGION				
West Indies (Not Specified)	2	0.0	1	0.0
Antigua	6	0.1	2	0.0

TABLE 2
(Continued)

Country	1981 Number	1981 Percent	1980 Number	1980 Percent
Bahamas	2	0.0	1	0.0
Barbados	2	0.0	7	0.1
Bermuda	3	0.0	2	0.0
Cuba	2	0.0	0	0.0
Dominica	1	0.0	0	0.0
Grenada	3	0.0	4	0.1
Jamaica	272	3.9	260	3.7
Trinidad,Tobago	86	1.2	64	0.9
St. Lucia	0	0.0	1	0.0
St. Kitts	3	0.0	2	0.0
St. Vincent	12	0.2	11	0.2
EUROPE				
Europe (Not Specified)	0	0.0	1	0.0
Albania	1	0.0	0	0.0
Austria	3	0.0	0	0.0
Belgium	3	0.0	3	0.0
Bulgaria	0	0.0	2	0.0
Cyprus	6	0.1	6	0.1
Czechoslovakia	8	0.1	8	0.1
Denmark	0	0.0	1	0.0
Finland	2	0.0	3	0.0
France	16	0.2	16	0.2
Germany West	21	0.3	35	0.5
Greece	61	0.9	78	1.1
Hungary	5	0.1	4	0.1
Ireland	9	0.1	7	0.1
*Italy	101	1.4	135	1.9
Lithuania	1	0.0	0	0.0
Luxembourg	0	0.0	1	0.0
Malta	2	0.0	3	0.0
Netherlands	5	0.1	1	0.0
Norway	1	0.0	0	0.0
Poland	27	0.4	17	0.2
*Portugal	536	7.7	653	9.2
Romania	8	0.1	1	0.0
San Marino	0	0.0	1	0.0
Spain	8	0.1	10	0.1
Sweden	2	0.0	1	0.0
Switzerland	2	0.0	8	0.1
USSR	5	0.1	9	0.1
England (United Kingdom)	95	1.4	115	1.6
Yugoslavia	23	0.3	23	0.3

TABLE 2
(Continued)

Country	1981 Number	1981 Percent	1980 Number	1980 Percent
MIDDLE EAST				
Iran	4	0.1	2	0.0
Iraq	1	0.0	0	0.0
Israel	2	0.0	4	0.1
Kuwait	0	0.0	2	0.0
Lebanon	3	0.0	2	0.0
Syria	1	0.0	0	0.0
Turkey	2	0.0	3	0.0
FAR EAST				
*China	123	1.8	62	0.9
*Hong Kong	217	3.1	172	2.4
Japan	8	0.1	5	0.1
Korea or South Korea	30	0.4	26	0.4
Macao	1	0.0	1	0.0
Philippines	55	0.8	60	0.8
Taiwan	20	0.3	17	0.2
SOUTH EAST ASIA				
Cambodia	13	0.2	10	0.1
Indonesia	2	0.0	2	0.0
Laos	59	0.8	34	0.5
Malaysia	3	0.0	2	0.0
Singapore	2	0.0	2	0.0
Thailand	1	0.0	0	0.0
*Vietnam	260	3.7	208	2.9
OCEANIA				
Australia	10	0.1	14	0.2
Fiji	3	0.0	2	0.0
New Zealand	2	0.0	1	0.0
Solomon Islands	0	0.0	1	0.0
SOUTH ASIA				
Bangladesh	0	0.0	1	0.0
Burma	6	0.1	7	0.1
India	68	1.0	71	1.0
Pakistan	16	0.2	7	0.1
Sri Lanka	0	0.0	1	0.0

TABLE 2
(Continued)

Country	1981 Number	1981 Percent	1980 Number	1980 Percent
AFRICA				
Africa (Not Specified)	13	0.2	9	0.1
Algeria	1	0.0	0	0.0
Angola	6	0.1	4	0.1
East Africa	0	0.0	1	0.0
Egypt	0	0.0	3	0.0
Ethiopia	1	0.0	0	0.0
Ghana	2	0.0	2	0.0
Kenya	0	0.0	3	0.0
Mauritius	1	0.0	2	0.0
Morocco	1	0.0	0	0.0
Mozambique	2	0.0	2	0.0
Nigeria	3	0.0	1	0.0
South Africa	5	0.1	8	0.1
Swaziland	0	0.0	1	0.0
Tanzania	8	0.1	5	0.1
Uganda	2	0.0	2	0.0
Zambia	3	0.0	0	0.0
No Information	33	0.5	34	0.5
TOTAL	6967	98.7**	7065	99.0**

NOTE: Regions were defined using the categories found in Information Please Almanac, Atlas & Yearbook, 1979, 33rd Edition, The Viking Press, New York, 1978.

*Country with a change of 0.5% or more.

**Does not equal 100% because of rounding.

TABLE 3

YEAR OF ARRIVAL FOR IMMIGRANT
GRADE 9 STUDENTS

Year of Arrival	1981 Number of Students	1981 Percent	1980 Number of Students	1980 Percent
1960	-	-	1	0.0
1961	2	0.1	1	0.0
1962	1	0.0	1	0.0
1963	2	0.1	7	0.3
1964	6	0.2	11	0.4
1965	7	0.3	49	1.8
1966	40	1.5	80	3.0
1967	84	3.1	126	4.7
1968	117	4.3	115	4.3
1969	135	4.9	130	4.9
1970	136	5.0	160	6.0
1971	115	4.2	119	4.5
1972	142	5.2	164	6.2
1973	163	5.9	152	5.7
1974	222	8.1	249	9.4
1975	221	8.1	286	10.8
1976	186	6.8	140	5.3
1977	71	2.6	93	3.5
1978	59	2.2	80	3.0
1979	227	8.3	205	7.7
1980	335	12.2	305	11.5
1981	259	9.5	-	-
No Information	210	7.7	179	6.7
TOTAL	2740	100.3*	2653	99.7*

*Does not equal 100% because of rounding.

TABLE 4

NUMBER OF GRADE 9 STUDENTS
SPEAKING ENGLISH AND/OR FRENCH AND/OR
ANOTHER LANGUAGE AS A FIRST LANGUAGE

First Language Spoken	1981		1980	
	Number	Percent	Number	Percent
English Only	3404	48.9	3576	50.6
French Only	39	0.6	52	0.7
English & French	128	1.8	173	2.4
English & Another Language	1274	18.3	1300	18.4
French & Another Language	25	0.4	9	0.1
English, French & Another Language	93	1.3	64	0.9
Another Language	1940	27.8	1766	25.0
No Information	64	0.9	125	1.8
TOTAL	6967	100.0	7065	99.9*

*Does not equal 100% because of rounding.

change can be seen in the other categories.

Table 5 which lists all the languages which students learned as a first language, (except English and French which are in Table 4) shows a decrease in European languages such as German, Italian and Portuguese. There is an increase in the percentage of students who reported languages such as Vietnamese, Cantonese and Chinese. Where there has been a change of 0.5% or more, the language has been marked with an asterisk for easy identification.

The data on first languages spoken have been analyzed by school and reported in Tables 6 and 7. Table 6 shows for each secondary school, the number of students speaking the different languages. Languages spoken by only a very few students were not included in these analyses. These students were also analyzed according to the Toronto elementary schools which they had attended the previous year. These data provide an indication of the ethnic composition of the feeder schools and are reported in Table 7.

Each student was asked to rate him/herself on English and French, spoken and written fluency (Table 8). Comparative data from 1980 are not presented but are discussed here. The proportions in each "English, Written" category were similar. The proportions in "English, Spoken" saw a decrease of 1.9% percent among

TABLE 5

NUMBER OF GRADE 9 STUDENTS SPEAKING A LANGUAGE OTHER THAN
OR IN ADDITION TO ENGLISH OR FRENCH AS A FIRST LANGUAGE

Language	1981		1980	
	Number	Percent	Number	Percent
Afrikaans	1	0.0	0	0.0
Albanian	2	0.1	4	0.1
Arabic	1	0.0	9	0.3
Armenian	6	0.2	1	0.0
Bulgarian	1	0.0	1	0.0
Burmese	2	0.1	3	0.1
Cambodian	5	0.1	2	0.1
*Cantonese	116	3.3	71	2.2
*Chinese	618	17.8	462	14.2
Cree	1	0.0	1	0.0
Croatian	10	0.3	14	0.4
Czechoslovakian	6	0.2	8	0.2
Danish	2	0.1	2	0.1
Dutch & Flemish	6	0.2	1	0.0
Estonian	6	0.2	1	0.0
Egyptian	0	0.0	1	0.0
Finnish	5	0.1	4	0.1
Gaelic	3	0.1	0	0.0
*German	39	1.2	55	1.7
Greek	359	10.3	349	10.7
Greek; Macedonian[1]	1	0.0	6	0.2
Gujarati	19	0.5	14	0.4
Hebrew	9	0.3	13	0.4
Hindi	19	0.5	14	0.4
Hungarian	26	0.8	26	0.8
Indian	1	0.0	8	0.2
*Italian	597	17.2	614	18.8
Jamaican Creole Patois	17	0.5	17	0.5
Japanese	15	0.4	15	0.5
Kachi	3	0.1	1	0.0
Kannadese	1	0.0	0	0.0
Korean	28	0.8	22	0.7
*Laotian	37	1.1	15	0.5
Latvian	3	0.1	8	0.2
Lebanese	2	0.1	0	0.0
Lithuanian	3	0.1	7	0.2
Macedonian	30	0.9	21	0.6
Malayalam	2	0.1	0	0.0
Malay	1	0.0	2	0.1
Maltese	14	0.4	18	0.6
*Mandarin	28	0.8	10	0.3
Norwegian	1	0.0	3	0.1
Ojibwa	2	0.1	2	0.1

TABLE 5
(Continued)

Language	1981 Number	1981 Percent	1980 Number	1980 Percent
Panjabi	29	0.8	34	1.0
Persian	3	0.1	1	0.0
Polish	85	2.4	68	2.1
*Portuguese	756	21.8	782	24.0
Romanian	6	0.2	2	0.1
Russian	8	0.2	10	0.3
Serbian	3	0.1	2	0.1
Serbo-Croatian	40	1.2	32	1.0
Sign Language	1	0.0	7	0.2
Slovak	3	0.1	1	0.0
Slovenian	1	0.0	2	0.1
*Spanish	160	4.6	130	4.0
Swahili	1	0.0	2	0.1
Swedish	1	0.0	2	0.1
Tagalog & Pilipino	41	1.2	45	1.4
Thai; Siamese; Pali	1	0.0	0	0.0
Turkish	2	0.1	4	0.1
Taiwanese	2	0.1	2	0.1
*Ukrainian	51	1.5	64	2.0
Urdu	15	0.4	9	0.3
*Vietnamese	146	4.2	113	3.5
Yiddish	0	0.0	2	0.1
No Information & Unclassified	71	2.0	125	3.8
TOTAL	3472	100.0	3264	100.2*

NOTE: Students who learned both English, or French, and another language as first language are included in this table.

*Language with a change of 0.5% or more.

**Does not equal 100% because of rounding.

[1]Students reported Greek and Macedonian.

TABLE 6

NUMBER OF GRADE 9 STUDENTS BY FIRST LANGUAGE[1] & SECONDARY SCHOOLS

School	Number of Students	English Only	French Only	English & French	Cantonese	Chinese	Croatian	German	Greek	Gujarati	Hindi	Hungarian	Italian	Jamaican/Creole/ Patois	Japanese	Korean	Lao	Macedonian	Maltese	Mandarin	Panjabi	Polish	Portuguese	Serbo-Croatian	Spanish	Tagalog & Pilipino	Ukranian	Urdu	Vietnamese	No Info & Others
Bickford Park	176	76	2	2	0	4	0	0	3	0	0	0	19	5	0	0	2	0	0	2	0	0	44	0	8	0	0	0	5	4
Bloor	127	33	1	2	2	2	1	1	15	2	3	0	19	0	2	1	1	0	0	0	5	3	11	1	5	2	1	2	11	1
Bloorview	7	7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Brockton	323	125	0	1	1	7	0	0	8	0	1	1	41	1	0	0	0	0	0	0	4	1	112	1	14	1	1	0	1	2
Castle Frank	174	142	2	8	0	1	0	0	3	0	1	0	1	3	0	0	0	0	0	0	0	0	5	1	1	0	0	0	0	6
Central Commerce	324	53	2	1	6	43	0	0	20	1	0	2	54	0	0	0	9	0	2	0	0	0	101	1	20	0	2	0	10	2
Central Tech.	562	207	1	9	4	41	1	2	15	3	1	1	81	3	0	2	2	0	0	1	1	2	139	2	27	5	1	0	10	1
Contact	35	30	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0
Danforth Tech.	294	188	3	8	1	17	0	3	21	0	0	2	29	0	0	0	0	4	0	0	0	1	6	1	1	2	1	0	1	5
Eastdale C.I.	36	29	0	1	0	2	0	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0	0	0	1
Eastern Commrce	325	182	4	8	2	20	1	1	47	3	0	0	28	0	0	1	1	7	0	2	2	1	1	1	4	1	0	2	0	6
Forest Hill C.I.	172	114	0	3	7	10	0	0	4	0	0	1	1	0	1	0	2	0	0	8	0	0	0	0	4	0	0	0	6	15
Greenwood	198	6	0	0	32	90	0	0	6	3	4	0	3	0	2	2	10	0	0	8	3	0	2	0	5	3	0	3	29	13
Harbord C.I.	258	33	2	3	10	91	0	1	15	0	0	0	27	0	2	2	4	0	0	1	1	0	42	2	9	1	4	1	2	5
Heydon Park	93	39	0	0	1	1	0	0	1	0	0	0	8	0	1	0	0	0	1	0	1	0	33	0	4	2	0	0	0	1
Humberside C.I.	209	119	0	3	1	4	2	4	17	0	1	1	2	0	2	2	0	0	1	0	1	15	2	1	2	0	21	0	0	8
Jarvis C.I.	263	143	4	3	16	38	0	5	7	0	1	2	1	1	2	5	0	0	0	1	0	2	4	1	4	2	0	1	16	4

cont. . .

TABLE 6

NUMBER OF GRADE 9 STUDENTS BY FIRST LANGUAGE[1] & SECONDARY SCHOOLS
(continued)

School	Number of Students	English Only	French Only	English & French	Cantonese	Chinese	Croatian	German	Greek	Gujarati	Hindi	Hungarian	Italian	Jamaican/Creole/ Patois	Japanese	Korean	Lao	Macedonian	Maltese	Mandarin	Panjabi	Polish	Portuguese	Serbo-Croatian	Spanish	Tagalog & Pilipino	Ukranian	Urdu	Vietnamese	No Info & Others
Jarvis-French	14	3	2	4	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	2	0	0	0	0	1
Lakeview	233	184	2	8	0	4	0	0	7	0	0	0	11	0	0	0	0	3	0	0	1	0	8	1	1	0	0	1	0	2
Lawrence Park	247	194	1	9	9	5	0	5	11	0	0	3	2	0	1	0	0	3	0	0	0	0	1	2	0	0	0	0	1	9
Malvern C.I.	244	196	2	4	1	17	1	4	3	0	0	0	0	0	0	1	0	2	0	0	0	0	2	0	0	1	0	2	1	7
Monarch Park	208	118	1	6	2	14	0	1	35	0	0	0	18	0	0	1	1	2	0	0	0	0	0	1	2	2	0	0	0	4
North Toronto	296	239	1	5	1	10	0	5	5	0	0	4	2	0	1	4	1	0	0	0	0	1	0	2	5	0	2	0	0	8
Northern Sec.	475	365	2	13	0	30	0	1	18	1	0	3	7	1	0	2	0	2	0	0	0	3	2	2	8	0	2	0	1	13
Oakwood C.I.	238	59	0	4	0	12	0	0	29	1	0	2	88	0	0	2	0	1	0	1	0	1	19	4	7	0	0	0	6	2
Parkdale C.I.	174	60	0	3	1	28	0	1	4	3	1	1	0	0	0	0	3	0	0	0	1	16	16	1	2	15	2	0	11	5
Riverdale C.I.	225	56	0	4	8	91	0	2	32	0	2	1	2	0	0	1	0	3	0	1	1	0	7	0	1	3	0	0	6	4
S.E.E.D.	5	4	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Student School	19	18	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Subway I	3	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Subway II	5	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
West End Alter.	43	37	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	1	0	1	0	0	0
West Park	123	56	1	1	2	0	0	0	1	0	0	0	8	3	0	0	0	0	0	0	3	1	37	0	7	0	0	0	1	2
West Toronto	342	107	1	4	7	16	0	1	8	0	0	0	18	0	1	0	3	0	0	1	3	7	118	4	9	1	0	2	12	19
Western Tech.	487	171	3	6	8	18	4	2	22	0	4	2	112	0	0	2	0	2	10	2	2	29	34	10	6	0	13	1	16	8
TOTAL	6967	3404	39	128	116	618	10	39	359	19	19	26	597	17	15	28	37	30	14	28	29	85	756	40	160	41	51	15	146	193

[1]Only languages reported by 10 or more grade 9 students are included in this table.

TABLE 7

NUMBER OF GRADE 9 STUDENTS BY FIRST LANGUAGE[1] & TORONTO PUBLIC FEEDER SCHOOLS

School	Number of Students	English Only	French Only	English & French	Cantonese	Chinese	Croatian	German	Greek	Gujarati	Hindi	Hungarian	Italian	Jamaican/Creole/Patois	Japanese	Korean	Lao	Macedonian	Maltese	Mandarin	Panjabi	Polish	Portuguese	Serbo-Croatian	Spanish	Tagalog & Pilipino	Ukranian	Urdu	Vietnamese	No Info & Others
Al. Muir/Gladstone	96	27	0	2	0	3	0	0	0	0	0	0	4	0	0	0	0	0	0	0	0	5	47	3	1	0	0	0	0	4
Annette Street	66	33	0	1	0	1	1	1	11	0	3	0	2	0	0	1	0	0	1	0	3	2	3	0	0	0	1	0	0	2
Balmy Beach	27	23	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
Bedford Park	1	0	0	0	0	1	0	0	0	0	0	[illegible]	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bloorview	4	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Deer Park	118	103	0	2	0	1	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Earl Beatty	110	63	0	1	0	7	0	1	15	0	0	0	14	0	0	0	0	1	0	0	1	0	1	0	2	0	1	0	0	6
Earl Grey	269	122	1	3	2	33	0	1	76	2	0	0	10	0	1	0	0	5	0	0	0	1	1	1	2	1	0	0	1	6
Essex	127	40	1	1	0	9	0	1	25	0	0	1	14	0	2	1	0	0	0	0	1	0	20	0	5	0	1	0	2	3
Fairmount Park	141	93	0	0	2	13	0	2	11	0	0	0	2	0	0	0	0	5	0	2	0	0	3	0	1	2	0	2	0	3
Fern Avenue	86	39	0	2	0	5	0	2	3	2	0	0	1	1	0	0	0	0	0	0	0	15	2	3	3	0	2	1	1	4
Forest Hill	133	105	0	3	1	3	0	0	4	1	0	2	2	0	0	0	0	0	0	1	0	0	0	0	4	0	0	0	0	7
Givins	117	24	1	0	1	9	0	0	0	0	0	0	5	0	0	0	2	0	1	1	0	2	65	0	1	0	2	0	1	2
Glen Ames	151	124	3	4	1	8	1	2	1	0	0	0	0	0	0	1	0	2	0	0	0	0	0	0	0	0	0	0	1	3
Glenview	240	199	1	9	0	6	0	3	8	0	0	1	1	0	1	1	0	2	0	0	0	0	0	1	1	0	0	0	0	6
Greenwood	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hogdson	126	98	1	3	0	11	0	2	4	0	0	0	0	0	0	0	0	1	0	0	0	1	0	1	0	0	0	0	0	4
Jesse Ketchum	62	48	2	0	0	2	0	2	1	0	1	1	0	0	0	0	0	0	0	0	0	0	2	0	2	0	0	0	0	1
John Wanless	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Kent	199	73	1	1	3	7	0	0	26	5	1	0	18	1	2	1	1	0	0	0	4	0	35	1	8	0	2	1	3	5
King Edward	124	13	0	1	2	18	0	0	9	0	0	0	21	0	0	0	0	0	0	0	0	0	37	0	13	0	0	0	7	3
Lord Dufferin	85	63	2	1	0	8	1	0	3	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	2	0	0	0	0	3
Lord Lansdowne	102	14	0	1	3	59	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	20	0	2	0	1	0	0	0
Market Lane	4	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Metro School Deaf	3	2	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Osler	130	61	2	3	0	1	2	0	4	1	2	0	25	1	0	0	0	2	0	0	1	2	10	2	2	0	2	1	1	5

cont. . .

TABLE 7

NUMBER OF GRADE 9 STUDENTS BY FIRST LANGUAGE[1] & TORONTO PUBLIC FEEDER SCHOOLS
(continued)

School	Number of Students	English Only	French Only	English & French	Cantonese	Chinese	Croatian	German	Greek	Gujarati	Hindi	Hungarian	Italian	Jamaican/Creole/ Patois	Japanese	Korean	Lao	Macedonian	Maltese	Mandarin	Panjabi	Polish	Portuguese	Serbo-Croatian	Spanish	Tagalog & Pilipino	Ukranian	Urdu	Vietnamese	No Info & Others
Park	82	68	0	1	1	5	0	0	0	0	0	0	0	3	0	0	0	1	0	0	0	0	1	0	1	0	0	0	0	1
Parkdale	95	57	0	1	0	5	0	1	5	1	1	0	0	0	0	1	0	0	0	0	0	3	10	1	3	5	0	0	0	1
Queen Alexandra	114	60	2	1	0	34	0	0	7	0	2	0	2	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	1	3
Runnymede	88	47	0	0	0	1	0	2	10	0	0	2	0	0	2	0	0	0	1	0	1	8	1	1	0	0	9	0	0	3
Ryerson	95	35	0	1	4	31	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	10	3	5	0	0	0	1	3
Spectrum	11	10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Sunny View	12	9	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	0	0	0	0	0	0	0
Swansea	61	39	0	1	0	3	0	0	1	0	0	0	1	0	0	2	0	0	0	0	0	3	1	0	1	0	4	0	0	5
Wandering Spirit	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Winchester	63	46	0	1	0	8	0	0	5	0	0	0	0	1	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0
Winona	154	71	0	2	0	6	0	1	23	0	0	1	30	1	0	0	0	0	0	1	0	0	9	1	2	0	1	0	1	4
Woodfield	145	95	1	6	6	21	0	0	4	0	0	0	0	0	0	2	0	2	0	0	2	0	1	1	0	1	0	0	1	2
TOTAL	3453	1917	18	52	26	320	5	22	258	12	11	8	156	8	8	11	4	22	3	5	14	47	285	20	63	9	26	5	21	97

[1]Only languages reported by 10 or more Grade 9 students are included in this table.

TABLE 8

FLUENCY IN ENGLISH AND/OR FRENCH OF GRADE 9 STUDENTS
- SELF-REPORTED DATA (PERCENTAGES IN PARENTHESES)

Fluency	English		French	
	Spoken	Written	Spoken	Written
Fluent	5547 (79.6%)	5003 (71.8%)	193 (2.8%)	196 (2.8%)
Fair	1062 (15.2%)	1392 (20.0%)	2108 (30.3%)	2119 (30.4%)
Poor	275 (3.9%)	389 (5.6%)	2087 (30.0%)	1845 (26.5%)
None	40 (0.6%)	46 (0.7%)	1371 (19.7%)	1531 (22.0%)
No Information	43 (0.6%)	137 (2.0%)	1208 (17.3%)	1276 (18.3%)
TOTAL	6967 (99.9%*)	6967 (100.1%*)	6967 (100.1%*)	6967 (100.0%)

*Does not equal 100% because of rounding.

pupils reporting themselves as "Fluent" and an increase of 2% reporting the category "Fair". In comparing the French data with last year's data, it was observed that there was a slight increase in the proportion of students reporting "no information" (a large group) and a very small decrease in the proportion of students reporting themselves as being "fluent", for both the writing and speaking categories.

Table 9 reports the proportion of students indicating fluency in a language other than English or French. As would be expected, the categories in this table and their frequencies closely reflect the frequencies reported for the first language(s) spoken. One could argue that the smaller numbers in Table 9 compared to Table 5 reflect a loss to some students of their first languages. (The proportions are not comparable since Table 5 excludes those who speak only English and/or French.)

Race and Colour

The proportion of students belonging to visible minorities is a matter of continuing importance to the school system. The two largest changes from 1980 to 1981 (see Table 10) are a decrease in the proportion of "White" students (from 73.0% to 69.5%) and an increase in the proportion of students of "Asian" descent (from 12.0% to

TABLE 9

THE NUMBER OF GRADE 9 STUDENTS SPEAKING
A LANGUAGE OTHER THAN ENGLISH OR FRENCH FLUENTLY

Language	1981		1980	
	Number	Percent	Number	Percent
Afrikaans	1	0.0	2	0.0
Albanian	5	0.1	4	0.1
Arabic	2	0.0	3	0.0
Armenian	7	0.1	1	0.0
Bulgarian	1	0.0	2	0.0
Burmese	2	0.0	2	0.0
Cambodian	2	0.0	3	0.0
Cantonese	68	1.0	56	0.8
*Chinese	455	6.5	358	5.1
Cree	1	0.0	0	0.0
Croatian	8	0.1	10	0.1
Czechoslovakian	7	0.1	6	0.1
Danish	2	0.0	2	0.0
Dutch, Flemish	9	0.1	2	0.0
Estonian	7	0.1	0	0.0
Finnish	6	0.1	4	0.1
Gaelic	2	0.0	1	0.0
German	47	0.7	65	0.9
Greek	350	5.0	326	4.6
Greek, Macedonian	2	0.0	6	0.1
Gujarati	18	0.3	18	0.3
Hebrew	42	0.6	29	0.4
Hindi	21	0.3	15	0.2
Hungarian	25	0.4	25	0.4
Indian	3	0.0	5	0.1
Italian	535	7.7	520	7.4
Jamaican Creole Patois	20	0.3	26	0.4
Japanese	11	0.2	10	0.1
Kachi	1	0.0	0	0.0
Kannadese	1	0.0	0	0.0
Korean	24	0.3	24	0.3
Laotian	14	0.2	14	0.2
Latvian	4	0.1	9	0.1
Lithuanian	4	0.1	7	0.1
Macedonian	32	0.5	14	0.2
Malay	1	0.0	2	0.0
Malayalam	1	0.0	0	0.0
Maltese	15	0.2	16	0.2
Mandarin	21	0.3	8	0.1

TABLE 9
(continued)

Language	1981 Number	1981 Percent	1980 Number	1980 Percent
Norwegian	0	0.0	3	0.0
Ojibwa	2	0.0	1	0.0
Panjabi	24	0.3	32	0.5
Persian	1	0.0	1	0.0
Polish	79	1.1	66	0.9
*Portuguese	646	9.3	702	9.9
Romanian	6	0.1	2	0.0
Russian	6	0.1	7	0.1
Serbian	3	0.0	2	0.0
Serbo-Croatian	37	0.5	39	0.6
Sign Language	7	0.1	11	0.2
Slovak	3	0.0	1	0.0
Slovenian	1	0.0	2	0.0
Spanish	134	1.9	139	2.0
Tagalog; Pilipino	28	0.4	37	0.5
Taiwanese	1	0.0	2	0.0
Thai; Siamese, Pali	4	0.1	1	0.0
Turkish	1	0.0	3	0.0
Ukrainian	42	0.6	63	0.9
Urdu	15	0.2	9	0.1
Vietnamese	97	1.4	98	1.4
*No Other Language Reported	4052	58.2	4249	60.1
TOTAL	6967	99.6*	7065	99.6**

*Language with a change of 0.5% or more.

**Does not equal 100% because of rounding.

TABLE 10

RACE OF GRADE 9 STUDENTS

Race	1981		1980	
	Number	Percent	Number	Percent
Black	498	7.1	473	6.7
White	4842	69.5	5158	73.0
Native Canadian	78	1.1	47	0.7
Asian Descent	1031	14.8	851	12.0
South Asian Descent	153	2.2	134	1.9
Other	255	3.7	303	4.3
No Information	110	1.6	99	1.4
TOTAL	6967	100.0	7065	100.0

14.8%). There is also a small change in the proportion of students reporting themselves as "Native Canadians", 1.1% (78 students) this year compared to 0.7% (47 students) last year.

Using the same procedures as were used for analyzing first language(s), the data on race were also analyzed by secondary school and Toronto public feeder school. Table 11 reports the data on race for each secondary school. These students were tracked back to the school they had attended the previous year and the data for those who attended Toronto elementary schools are reported in Table 12.

Race and colour are not as closely related to country of birth as one might expect. Table 13 illustrates this point.

Family Structure

In the family structure data, we have a decrease in the amount of "no information". We also have a decrease in the proportion of students who live with both parents. (See Table 14.) Later on in the report, this data will be related to a few other variables which helps one appreciate the nature of the level of study of students from single-parent families.

Of the Grade 9 students, 72% live with both parents,

TABLE 11

RACE OF GRADE 9 STUDENTS BY SCHOOL
(EXPRESSED AS A PERCENTAGE)

School	Number of Students	Black	White	Native Canadian	Asian	South Asian	Other	No Info.	Total %
Bickford Park C.I.	176	20.5	69.3	0.6	7.4	1.7	0.6	0.0	100.1*
Bloor C.I.	127	3.1	51.2	0.0	16.5	13.4	12.6	3.1	99.9*
Bloorview	7	0.0	85.7	0.0	0.0	0.0	0.0	14.3	100.0
Brockton H.S.	323	1.8	74.0	1.2	2.8	1.5	1.5	7.1	99.9*
Castle Frank H.S.	174	23.0	64.4	6.3	1.1	1.7	1.7	1.7	99.9*
Central Commerce	324	5.6	67.6	0.0	20.4	0.9	4.3	1.2	100.0
Central Tech.	562	12.5	68.3	0.5	10.9	1.2	4.1	2.5	100.0
Contact	35	1.4	74.3	11.4	0.0	0.0	0.0	2.9	100.0
Danforth Tech.	294	5.1	77.9	1.4	6.8	1.0	6.8	1.0	100.0
Eastdale C.I.	36	5.6	86.1	0.0	5.6	0.0	2.8	0.0	100.1*
Eastern Commerce	325	9.2	67.4	2.5	9.5	2.8	7.4	1.2	100.0
Forest Hill C.I.	172	1.2	77.9	0.0	18.0	1.2	1.2	0.6	100.1*
Greenwood S.S.	198	1.0	6.1	0.5	75.8	9.6	5.6	1.5	100.1*
Harbord C.I.	258	2.7	46.9	0.4	45.0	0.8	3.9	0.4	100.1*
Heydon Park C.I.	93	2.9	81.7	0.0	4.3	1.1	0.0	0.0	100.0
Humberside C.I.	209	1.0	85.6	1.0	7.2	1.4	3.3	0.5	100.0
Jarvis C.I.	263	6.1	55.5	0.4	29.7	3.4	3.8	1.1	100.0
Jarvis-French	14	0.0	92.9	0.0	7.1	0.0	0.0	0.0	100.0
Lakeview S.S.	233	10.3	82.8	0.9	2.6	1.3	1.7	0.4	100.0
Lawrence Pk. C.I.	247	2.8	91.1	0.4	3.6	0.0	1.2	0.8	99.9*
Malvern C.I.	244	2.9	80.3	1.6	11.1	1.2	1.6	1.2	99.9*

cont. . .

TABLE 11

RACE OF GRADE 9 STUDENTS BY SCHOOL
(EXPRESSED AS A PERCENTAGE)
(continued)

School	Number of Students	Black	White	Native Canadian	Asian	South Asian	Other	No Info.	Total %
Monarch Park C.I.	208	7.2	76.0	1.9	9.6	1.9	2.9	0.5	100.0
North Toronto	296	0.3	89.5	0.3	6.4	0.7	1.7	1.0	99.9*
Northern S.S.	475	5.7	76.6	1.1	9.1	1.7	3.4	2.5	100.1*
Oakwood C.I.	238	6.3	75.2	0.4	8.0	1.7	7.1	1.3	100.0
Parkdale C.I.	174	8.0	39.1	1.7	34.5	6.3	9.2	1.1	99.9*
Riverdale C.I.	225	3.1	34.2	0.4	52.9	3.1	5.3	0.9	99.9*
S.E.E.D.	5	0.0	100.0	0.0	0.0	0.0	0.0	0.0	100.0
Student School	19	21.1	73.7	0.0	5.3	0.0	0.0	0.0	100.1*
Subway I	3	33.3	66.7	0.0	0.0	0.0	0.0	0.0	100.0
Subway II	5	0.0	60.0	0.0	40.0	0.0	0.0	0.0	100.0
West End Alternative	43	1.6	69.8	2.3	2.3	4.7	7.0	2.3	100.0
West Park S.S.	123	11.4	77.2	3.3	3.3	3.3	1.8	0.0	100.1*
West Toronto	342	7.9	71.9	1.8	10.8	2.0	2.6	2.9	99.9*
Western Tech.	487	6.6	78.0	1.0	8.8	2.5	2.3	0.8	100.0
TOTAL	6967	7.1	69.5	1.1	14.8	2.2	3.7	1.6	100.0

*Does not equal 100% because of rounding.

TABLE 12

GRADE 9 STUDENTS BY RACE AND TORONTO PUBLIC FEEDER SCHOOLS
(EXPRESSED AS A PERCENTAGE)

School	Number of Students	Black	White	Native Canadian	Asian	South Asian	Other	No Info	Total %
Alex. Muir/Gladstone	96	3.1	78.1	0.0	5.2	1.0	6.3	6.3	
Annette	66	7.6	72.7	0.0	6.1	10.6	3.0	0.0	
Balmy Beach	27	3.7	92.6	0.0	3.7	0.0	0.0	0.0	
Bedford Park	1	0.0	0.0	0.0	100.0	0.0	0.0	0.0	
Bloorview	4	0.0	100.0	0.0	0.0	0.0	0.0	0.0	
Deer Park	118	0.0	94.9	0.8	2.5	0.0	0.8	0.8	
Earl Beatty	110	2.7	80.0	2.7	8.2	2.7	3.6	0.0	
Earl Grey	269	10.8	62.5	0.4	19.3	2.2	4.8	0.0	
Essex	127	13.4	66.1	0.0	11.0	0.8	7.9	0.8	
Fairmount Pk.	141	7.1	72.3	0.7	13.5	2.1	3.5	0.7	
Fern	86	7.0	73.3	0.0	10.5	5.8	2.3	1.2	
Forest Hill	133	2.3	90.2	0.0	3.8	2.3	1.5	0.0	
Givins	117	2.6	79.5	0.0	12.8	0.0	4.3	0.9	
Glen Ames	151	3.3	85.4	0.7	8.6	0.0	0.0	2.0	
Glenview	240	2.1	89.2	0.4	5.4	0.0	1.7	1.3	
Greenwood	1	0.0	0.0	0.0	100.0	0.0	0.0	0.0	
Hodgson	126	4.8	82.5	0.0	8.7	0.0	2.4	1.6	
Jesse Ketchum	62	6.5	74.2	1.6	6.5	3.2	4.8	3.2	
John Wanless	1	0.0	0.0	0.0	100.0	0.0	0.0	0.0	
Kent	199	13.6	60.8	0.5	8.0	6.5	6.0	4.5	
King Edward	124	3.2	66.9	0.0	22.6	2.4	1.6	3.2	

cont. . .

TABLE 12

GRADE 9 STUDENTS BY RACE AND TORONTO PUBLIC FEEDER SCHOOLS
(EXPRESSED AS A PERCENTAGE)
(continued)

School	Number of Students	Black	White	Native Canadian	Asian	South Asian	Other	No Info	Total %
Lord Dufferin	85	29.4	51.8	1.2	11.8	3.5	1.2	1.2	
Lord Lansdowne	102	1.0	30.4	0.0	62.7	1.0	3.9	1.0	
Market Lane	4	0.0	75.0	0.0	0.0	25.0	0.0	0.0	
Metro School for Deaf	3	0.0	66.7	0.0	0.0	33.3	0.0	0.0	
Osler	130	23.8	64.6	0.8	1.5	5.4	3.1	0.8	
Park	82	31.7	47.6	3.7	7.3	4.9	2.4	2.4	
Parkdale	95	16.8	50.5	2.1	11.6	7.4	9.5	2.1	
Queen Alexandra	114	7.0	50.0	0.9	32.5	3.5	4.4	1.8	
Runnymede	88	4.5	86.4	0.0	5.7	1.1	2.3	0.0	
Ryerson	95	13.7	42.1	3.2	37.9	0.0	2.1	1.1	
Spectrum	11	9.1	72.7	0.0	0.0	0.0	0.0	18.2	
Sunny View	12	0.0	91.7	8.3	0.0	0.0	0.0	0.0	
Swansea	61	6.6	83.6	0.0	9.8	0.0	0.0	0.0	
Wandering Spirit	1	0.0	0.0	100.0	0.0	0.0	0.0	0.0	
Winchester	63	7.9	65.1	4.8	17.5	1.6	1.6	1.6	
Winona	154	16.2	66.2	1.3	7.1	2.6	5.8	0.6	
Woodfield	145	7.6	58.6	0.7	25.5	2.1	4.1	1.4	
TOTAL	3444	8.7	69.7	0.8	13.4	2.4	3.5	1.5	

TABLE 13

RACE AND REGION OF BIRTH OF GRADE 9 STUDENTS (EXPRESSED AS A PERCENTAGE)

Race	Number of Students	Ontario	Other Provinces	United States & Mexico	South America	Caribbean Region	Europe	South East Asia	Oceania	South Asia	Africa	Central America	Middle East	Far East	No Info.	Total Percent
Black	498	17.3	5.2	0.6	3.8	65.9	4.0	0.2	0.0	0.0	0.6	0.0	0.0	0.2	2.2	100.0
White	4842	70.2	5.6	1.9	2.1	0.3	18.0	0.1	0.2	0.0	0.4	0.2	0.1	0.1	0.8	100.0
Native Canadian	78	76.9	9.0	3.8	0.0	1.3	2.6	1.3	0.0	2.6	0.0	1.3	0.0	1.3	0.0	100.1*
Asian	1031	21.0	1.6	0.3	1.6	1.6	0.6	29.9	0.1	1.1	0.1	0.0	0.0	40.3	1.7	99.9*
South Asian	153	3.3	0.7	0.0	18.3	2.6	4.6	6.5	2.0	47.1	3.9	0.0	0.0	4.6	6.5	100.1*
Other	255	36.5	2.7	0.8	23.5	10.6	11.8	2.4	0.0	0.0	1.2	0.4	2.4	5.9	2.0	100.2*
No.Info.	110	34.5	2.7	3.6	10.0	4.5	13.6	6.4	0.0	3.6	3.6	0.0	1.8	6.4	9.1	99.8*
TOTAL	6967	55.9	4.8	1.5	3.4	5.7	13.7	4.9	0.2	1.3	0.5	0.2	0.2	6.5	1.3	100.1*

*Does not equal 100% because of rounding.

TABLE 14

FAMILY STRUCTURE OF GRADE 9 STUDENTS

Family Structure	1981		1980	
	Number	Percent	Number	Percent
Both Parents	5018	72.0	5170	73.2
Mother	1270	18.2	1239	17.5
Father	224	3.2	214	3.0
Guardian	274	3.9	233	3.3
Group Home	66	0.9	63	0.9
Alone	58	0.8	42	0.6
Relatives; Friend	3	0.0	5	0.1
No Information	54	0.8	99	1.4
TOTAL	6967	99.8*	7065	100.0

*Does not equal 100% because of rounding.

18.2% live with mother only, 3.2% live with father only and 3.9% live with a guardian.

The Socio-economic Index Used for Occupational Categories

Socio-economic status (SES) was assessed using parents' occupations; as in previous studies, Blishen's Index (Blishen & McRoberts, 1976; and Blishen & Carroll, 1978) was used for coding occupations, following which the occupations were collapsed into five categories. (See Wright and Dhanota, 1981, pp. 29-31.) To respect differences in Blishen's scales for males and females, the data for males and females are categorized and reported separately; examples of some of the occupations in each SES category are reported in the first two tables.

Category 1 includes parents who did not have a remunerative occupation; e.g. the unemployed, those receiving a pension, students, the retired, etc. Category 2 includes many occupations which on the average do not have either high income or high education. As one moves "up the occupational ladder" to Categories 5 and 6, one finds occupations which have, on the average, high education and high income.

In some of the tables, those who are self-employed and those who provided "no information" or information which could not be coded were grouped together as was done the year before. (The label "self-employed" is used only

when the students' reply indicates that and there is not enough information to categorize the parent in a SES group.) In some of the detailed analyses reported later, however, the self-employed have been extracted from this group as a separate category (see Tables 32 to 35).

Table 15 and Table 16 present the data for single-parent families and two-parent families for fathers and mothers this year and last year. In Table 17, the proportions of Tables 15 and 16 are recalculated excluding students for whom no codable information was available. This, of course, assumes that the students who did not provide information were distributed in a similar fashion to those students who did; an assumption about which there is no evidence.

Looking at the fathers' occupations, (Table 15) the general patterns for 1980 and 1981 in two-parent families are similar. The "no information" category, however, has increased from 11.7% to 19.4% but this includes self-employed of whom there were 0.8% in 1980 compared with 4.4% in 1981. Where the student lives with father only, the patterns too have remained stable with the greatest shift being a decrease in category 3 of 4.3% and an increase in category 4 of 3.3%. The self-employed were 1.0% in 1980 and 5.0% in 1981 for this group.

Looking at the mothers' occupations (Table 16) in two-parent families we see that at least 28% are in SES

TABLE 15

SOCIO-ECONOMIC STATUS BASED ON FATHER'S OCCUPATION

(EXPRESSED AS PERCENTAGES)

SES Category	Blishen's Index Values[1]	Illustrative Occupations	Student Lives With Both Parents		Student Lives With Father Only	
			1981	1980	1981	1980
1		pensioner, student, retired, unemployed	5.0%	4.1%	6.3%	7.9%
2	18-32	newsboy, labourer, truck driver, waiter, carpenter, orderly, door-to-door salesman	38.9%	40.1%	25.4%	23.8%
3	33-40	shipping clerk, welder, referee, dancer, engraver, hotel manager, teller, cashier	9.0%	10.1%	3.6%	7.9%
4	41-54	mail carrier, musician, typist, athlete, most foremen, many supervisors, real estate sales, minister, tool & die occupations, physiotherapist	11.2%	15.7%	19.2%	15.9%
5	55-65	social worker, writer, editor, draftsman, psychologist, many managers, elementary school teacher	7.5%	8.7%	11.2%	10.7%
6	66-75	chemist, pilot, accountant, secondary school teacher, lawyer, physician	8.9%	9.5%	14.7%	13.1%
None		self-employed, no information, not codable	19.4%	11.7%	19.6%	20.6%
TOTAL			99.9%*	99.9%*	100.0%	99.9%*
(Number of Students)			(5018)	(5170)	(224)	(214)

[1]Only first two digits of Blishen's values were used for coding.

*Does not equal 100% because of rounding.

TABLE 16

SOCIO-ECONOMIC STATUS BASED ON MOTHER'S OCCUPATION
(EXPRESSED AS PERCENTAGES)

SES Category	Blishen's Index Values[1]	Illustrative Occupations	Student Lives With Both Parents		Student Lives With Mother Only	
			1981	1980	1981	1980
1		homemaker, unemployed, student, pensioner, retired	28.4%	30.0%	22.2%	23.6%
2	20-33	charwoman, chambermaid, babysitter, hairdresser, sewing machine operator	29.1%	32.8%	19.7%	19.9%
3	34-45	cashier, typist, bookkeeper, nursing assistant, bank clerk	7.9%	9.6%	11.7%	17.2%
4	46-57	secretary, actress, statistical clerk	6.7%	8.1%	12.6%	13.6%
5	58-66	physiotherapist, community college teacher, personnel officer, policewoman, nurse	4.5%	2.4%	8.3%	5.2%
6	67-87	university professor, elementary school teacher, secondary school teacher, social worker, psychologist, physician, lawyer	1.7%	1.7%	2.4%	2.6%
None		self-employed, no information, not codable	21.7%	15.4%	23.1%	18.0%
TOTAL			99.8%*	100.0%	100.1%*	100.1%*
(Number of Students)			(5018)	(5170)	(1270)	(1239)

[1]Only the first two digits of Blishen's values were used for coding.

*Does not equal 100% because of rounding.

TABLE 17

SOCIO-ECONOMIC STATUS BASED ON PARENTS' OCCUPATION
EXCLUDING "NO INFORMATION" FROM CALCULATIONS FOR PERCENTAGES
(EXPRESSED AS PERCENTAGES)

SES Category	Both Parents Present				Single Parent Family			
	Father		Mother		Father		Mother	
	1981	1980	1981	1980	1981	1980	1981	1980
1	6.2	4.7	36.4	35.5	7.8	10.0	28.9	28.7
2	48.3	45.5	37.1	38.7	31.7	30.0	25.6	24.2
3	11.2	11.4	10.1	11.4	4.4	10.0	15.3	21.0
4	13.9	17.5	8.5	9.6	23.9	20.0	16.4	16.5
5	9.3	9.9	5.7	2.8	13.9	13.5	10.7	6.4
6	11.1	10.7	2.2	2.0	18.3	16.5	3.2	3.1
TOTAL %	100.0	100.0	100.0	100.0	100.0	100.0	100.1**	99.9**
Number*	4044	4563	3927	4372	180	170	977	1016
No info. as % of Total Number	19.4	11.7	21.7	15.4	19.6	20.6	23.1	18.0

*NOTE: Excludes those with no information on SES which implies that the missing data is proportionately distributed through the categories.

**Does not equal 100% because of rounding.

category 1 but by adding the other figures we see that at least half of the mothers are working. There were 2.2% of the mothers in two-parent families reported as self-employed and 1.1% of the mothers of single-parent families reported as self-employed. There is an increase in the proportion for whom there is no information (up by 6.3% where both parents are present and by 5.1% for mother only families). Apart from that change, the patterns of employment have remained similar although there is a decrease in category 3 of 1.7% where both parents are present but of 5.5% for mother only families. This category includes typists, cashiers and bookkeepers.

Tables 18 to 21 show the parents' SES status subdivided by the region of birth for the student.

Race and Family Structure

Table 22 presents the data about single-parent families and two-parent families by race. Students of Asian descent (12.7%) and of South Asian descent (10.5%) are the most likely to be living with a guardian, although one should also note that 9.0% of the Native Canadian students are living with a guardian. Over forty per cent of the black students and over thirty per cent of the Native Canadian students live in mother-only families.

There are several changes of a few percentage points

TABLE 18

REGION OF BIRTH AND SOCIO-ECONOMIC STATUS BASED ON FATHER'S OCCUPATION - STUDENT LIVES WITH BOTH PARENTS

Region of Birth	Number	SES Categories 1 %	2 %	3 %	4 %	5 %	6 %	No Info. %	Total %
Ontario	2854	4.6	35.7	8.2	13.2	9.4	10.4	18.4	99.9*
Other Provinces	209	3.3	24.9	7.7	10.0	14.4	21.1	18.7	100.1*
U.S. and Mexico	61	0.0	6.6	6.6	14.8	27.9	39.3	4.9	100.1*
South Amercia	168	5.4	41.7	16.7	10.1	5.4	4.2	16.7	100.2*
Central America	5	0.0	0.0	20.0	40.0	0.0	0.0	40.0	100.0
Caribbean	201	3.0	32.3	17.4	10.0	3.5	3.5	30.3	100.0
Europe	820	3.3	56.5	10.4	6.7	2.7	3.5	17.0	100.1*
Middle East	10	10.0	0.0	0.0	10.0	30.0	10.0	40.0	100.0
Far East	362	9.1	45.0	7.2	8.8	1.9	3.9	24.0	99.9*
South East Asia	158	19.0	39.9	3.8	3.2	0.6	3.2	30.4	100.1*
Oceania	9	0.0	33.3	11.1	33.3	22.2	0.0	0.0	99.9*
South Asia	74	5.4	32.4	12.2	9.5	8.1	9.5	23.0	100.1*
Africa	27	7.4	29.6	7.4	18.5	7.4	11.1	18.5	99.9*
No Information	60	0.0	31.7	11.7	11.7	5.0	15.0	25.0	100.1*
TOTAL	5018	5.0	38.9	9.0	11.2	7.5	8.9	19.4	99.9*

*Does not equal 100% because of rounding.

TABLE 19

REGION OF BIRTH AND SOCIO-ECONOMIC STATUS BASED ON MOTHER'S OCCUPATION - STUDENT LIVES WITH BOTH PARENTS

Region of Birth	Number	SES Categories 1 %	2 %	3 %	4 %	5 %	6 %	No Info. %	Total %
Ontario	2854	31.9	21.2	9.6	8.8	5.4	1.8	21.3	100.0
Other Provinces	209	30.1	18.2	6.2	8.6	12.0	3.8	21.1	100.0
U.S. and Mexico	61	18.0	6.6	8.2	23.0	13.1	16.4	14.8	100.1*
South America	168	19.0	45.8	5.4	3.0	3.0	2.4	21.4	100.0
Central America	5	40.0	20.0	0.0	20.0	0.0	0.0	20.0	100.0
Caribbean	201	16.9	34.3	10.4	4.0	4.0	1.5	28.9	100.0
Europe	820	23.5	48.9	4.1	2.9	1.7	0.6	18.2	99.9*
Middle East	10	40.0	0.0	30.0	0.0	0.0	0.0	30.0	100.0
Far East	362	24.6	43.6	6.1	0.6	0.6	0.3	24.3	100.1*
South East Asia	158	25.9	36.1	0.0	1.9	0.6	0.6	34.8	99.9*
Oceania	9	22.2	0.0	11.1	11.1	11.1	0.0	44.4	99.9*
South Asia	74	37.8	32.4	6.8	1.4	2.7	1.4	17.6	100.1*
Africa	27	25.9	25.9	14.8	11.1	7.4	0.0	14.8	99.9*
No Information	60	16.7	30.0	11.7	5.0	5.0	1.7	30.0	100.1*
TOTAL	5018	28.4	29.1	7.9	6.7	4.5	1.7	21.7	100.0

*Does not equal 100% because of rounding.

TABLE 20

REGION OF BIRTH AND SOCIO-ECONOMIC STATUS BASED ON FATHER'S OCCUPATION - STUDENT LIVES WITH FATHER ONLY

Region of Birth	Number	SES Categories 1 %	2 %	3 %	4 %	5 %	6 %	No Info. %	Total %
Ontario	128	6.3	24.2	3.1	20.3	11.7	15.6	18.8	100.0
Other Provinces	14	0.0	7.1	7.1	21.4	21.4	21.4	21.4	99.8*
U.S. and Mexico	4	0.0	0.0	0.0	25.0	25.0	50.0	0.0	100.0
South America	8	0.0	37.5	12.5	25.0	0.0	0.0	25.0	100.0
Central America	1	0.0	0.0	0.0	100.0	0.0	0.0	0.0	100.0
Caribbean	16	6.3	18.8	0.0	18.8	12.5	6.3	37.5	100.2*
Europe	14	0.0	14.3	7.1	28.6	14.3	28.6	7.1	100.0
Far East	12	0.0	66.7	0.0	0.0	0.0	8.3	25.0	100.0
South East Asia	13	15.4	30.8	0.0	15.4	0.0	0.0	38.5	100.1*
Oceania	1	0.0	0.0	0.0	0.0	0.0	100.0	0.0	100.0
Africa	2	50.0	0.0	0.0	0.0	0.0	50.0	0.0	100.0
TOTAL	213	5.6	24.4	3.3	19.7	10.8	15.5	20.7	99.8*

*Does not equal 100% because of rounding.

TABLE 21

REGION OF BIRTH AND SOCIO-ECONOMIC STATUS BASED ON MOTHER'S OCCUPATION - STUDENT LIVES WITH MOTHER ONLY

Region of Birth	Number	SES Categories 1 %	2 %	3 %	4 %	5 %	6 %	No Info. %	Total %
Ontario	766	24.5	12.9	13.1	15.7	7.0	2.5	24.3	100.0
Other Provinces	82	18.3	12.2	14.6	12.2	14.6	2.4	25.6	99.9*
U.S. and Mexico	36	11.1	13.9	5.6	33.3	22.2	5.6	8.3	100.0
South America	42	16.7	38.1	7.1	0.0	7.1	2.4	28.6	100.0
Central America	4	25.0	25.0	0.0	0.0	25.0	0.0	25.0	100.0
Caribbean	155	14.2	36.8	12.9	3.2	9.0	1.9	21.9	99.9*
Europe	89	18.0	42.7	6.7	6.7	9.0	4.5	12.4	100.0
Middle East	1	0.0	100.0	0.0	0.0	0.0	0.0	0.0	100.0
Far East	37	35.1	21.6	8.1	5.4	0.0	0.0	29.7	99.9*
South East Asia	31	32.3	32.3	3.2	0.0	0.0	0.0	32.3	100.1*
Oceania	3	0.0	33.3	0.0	0.0	66.7	0.0	0.0	100.0
South Asia	5	40.0	20.0	0.0	20.0	0.0	0.0	20.0	100.0
Africa	5	0.0	20.0	20.0	40.0	20.0	0.0	0.0	100.0
No Information	14	28.6	14.3	7.1	14.2	14.3	0.0	21.4	100.0
TOTAL	1270	22.2	19.7	11.7	12.6	8.3	2.4	23.1	100.0

*Does not equal 100% because of rounding.

TABLE 22

RACE AND FAMILY STRUCTURE OF GRADE 9 STUDENTS

Race	Number	Both Parents %	Father Only %	Mother Only %	Guardian %	Group Home %	In-dependent %	Relatives Friends %	No Info. %	Total %
Black	498	43.8	4.2	43.6	5.8	1.6	0.6	0.2	0.2	100.0
White	4842	75.3	3.1	18.1	1.5	0.8	0.6	0.0	0.5	99.9*
Native Canadian	78	50.0	5.1	32.1	9.0	2.6	1.3	0.0	0.0	100.1*
Asian	1031	71.9	3.5	8.0	12.7	1.5	1.9	0.1	0.5	100.1*
South Asian	153	72.5	2.0	12.4	10.5	2.0	0.7	0.0	0.0	100.1*
Other	255	76.9	1.6	14.5	4.3	0.0	0.0	0.0	2.7	100.0
No Information	110	60.9	3.6	11.8	6.4	0.0	2.7	0.0	14.5	99.9*
TOTAL	6967	72.0	3.2	18.2	3.9	0.9	0.8	0.0	0.8	99.8*

*Does not equal 100% because of rounding.

if one compares these data with last year's report; for example, last year there were no Native Canadian students in families headed by fathers-only while this year, there are 5.1% of the Native Canadian students in such family units. In 1980, 81.7% of the South Asian students reported living with both parents; this year, 72.5% reported living with both parents.

Levels of Study

In Toronto secondary schools, subjects are offered at as many as six different levels of difficulty. Students were asked to indicate the level at which they were taking the majority of their courses. Because there are few level 1 programs in the system, levels 1 and 2 were grouped together. Similarly, levels 5 and 6 were grouped together. Levels 5 and 6 courses are taken for admission to Grade 13 and an Honors Secondary School Graduation Diploma and also for admission to a university. The school system is presently changing this numerical nomenclature to a more descriptive one as follows:

Special Program Secondary (1); Modified (2);
Basic (3); General (4); Advanced (5);
Enriched (6).

The first set of data in Table 23 shows the distribution of male and female Grade 9 students in the

TABLE 23

LEVEL OF STUDY BY SEX - GRADE 9 STUDENTS

Year	Sex	Number	Level of Study 1 and 2 %	3 %	4 %	5 and 6 %	Total %
1981	Male	3328	3.5	15.6	30.3	50.6	100.0
	Female	3164	1.7	12.3	25.0	61.0	100.0
	TOTAL	6492[a]	2.7	14.0	27.7	55.6	100.0
1980	Male	3622	2.6	18.9	30.6	47.9	100.0
	Female	3301	2.6	13.5	26.4	57.4	99.9*
	TOTAL	6923[b]	2.6	16.4	28.6	52.4	100.0

[a]There was not sufficient information to include 232 students in this table; an additional 243 were ESL students and not assigned to any level.

[b]There was not sufficient information to include 43 students in this table; an additional 99 were ESL students and not assigned to any level.

*Does not equal 100% because of rounding.

various levels for both 1980 and 1981. In 1981, there was an increase in the proportion of students who were in levels 5 and 6. This was true for both the males and the females, with females continuing to be more likely than males to be in levels 5 and 6.

There are basically four sources of students who are in Grade 9. One group comes from Grade 8 in the Toronto public schools, a second group comes from Grade 8 in the Separate schools and a third group, most of whom are repeating a course, were in a Toronto secondary school the previous year. The fourth group called "others" consists primarily of students new to the Toronto school system. (See Table 24.) The patterns are consistent with those of last year taking into account the fact that there was a general increase in the proportions in levels 5 and 6 for every category. This year, there was a very slight increase in the proportion of students in level 4 from the Separate schools and from Toronto secondary schools.

In the tables and sections which follow, level of study is cross tabulated with a variety of categories such as whether English was a first language, place of birth, race and socio-economic status. In Table 24, the footnote reports that there were 224 students who did not supply information about their level of study (3.2%). This is a larger percentage than for the preceding year. In the detailed analyses which follow "no information" students

TABLE 24

FEEDER SCHOOL AND LEVEL OF STUDY

Feeder School	Number	Level of Study				Total %
		1 and 2 %	3 %	4 %	5 and 6 %	
Toronto Public Schools	3344	2.2	12.3	21.4	64.0	99.9*
Separate Schools	1045	2.9	14.5	38.7	44.0	100.1*
Toronto Secondary Schools	565	2.1	13.1	45.8	38.9	99.9*
Others	1546	3.9	17.2	27.4	51.4	99.9*
TOTAL	6500[a]	2.7	14.0	27.7	55.6	100.0

[a]There was no information on level of study for 224 students; an additional 243 students were ESL students and not assigned to any level.

*Does not equal 100% because of rounding.

are included as an additional column.

Mother Tongue, Immigrant Status and Level of Study

For those familiar with the earlier Every Student Surveys, (Wright, 1970; Deosaran, Wright, Kane, 1976) it will be noted that the categories used in Table 26 are slightly different with both English and French grouped together as a first language. The four categories are presented in detail in Table 25.

Table 26 presents the 1980 and 1981 levels of study for these students and includes a column for those students who did not provide information with regard to their level of study in 1981.

The pattern of 1980 continues in 1981. Students who are born in Canada are most likely to be in programs at levels 5 and 6. Students who learned a language other than English and/or French as a first language are slightly more likely to be studying at levels 5 and 6 and less likely to be studying at level 3 than students who are born in Canada with either English and/or French as a first language.

One change that is worth noting in 1981 is that those who were not born in Canada and whose first language was other than English and/or French have increased their proportions in levels 5 and 6 programs and decreased their

TABLE 25

CATEGORIES USED TO GROUP STUDENTS
BY FIRST LANGUAGE AND COUNTRY OF BIRTH

Category Number	Category Description	Percentage of Students 1981	Percentage of Students 1980
1	Students born in Canada, with English and/or French as first language (s).	40.8	42.8
2	Students born in Canada with first language(s) other than English and/or French. (Note: this means that a student reporting both English and, for example, Italian as first languages would be placed in this category.)	22.1	20.5
3	Students not born in Canada with English and/or French as first language(s).	12.7	12.5
4	Students not born in Canada with first language(s) other than English and/or French.	24.4	24.2
TOTAL		100.0	100.0

TABLE 26

LEVEL OF STUDY OF GRADE 9 STUDENTS
CATEGORIZED AS TO WHETHER OR NOT STUDENT WAS BORN IN
CANADA, AND WHETHER OR NOT ENGLISH AND/OR FRENCH WAS THEIR FIRST LANGUAGE

Background Categories	Number	Level of Study: 1 and 2 %	3 %	4 %	5 and 6 %	No Info. %	Total %
1981							
1-Born in Canada Eng/Fr first language	2722	2.4	13.9	25.5	55.9	2.4	100.1*
2-Born in Canada Eng/Fr not first language	1475	1.2	8.6	28.4	59.5	2.4	100.1*
3-Not born in Canada Eng/Fr first language	843	3.2	17.6	26.9	48.3	4.0	100.0
4-Not born in Canada Eng/Fr not first language	1624	4.1	15.1	27.1	48.5	5.1	99.9*
TOTAL	6664[a]	2.6	13.5	26.7	53.9	3.2	99.9*
1980							
1-Born in Canada Eng/Fr first language	2911	1.7	17.0	26.6	54.6	-	99.9*
2-Born in Canada Eng/Fr not first language	1393	1.9	9.9	28.6	59.6	-	100.0
3-Not born in Canada Eng/Fr first language	853	3.0	17.7	31.0	48.3	-	100.0
4-Not born in Canada Eng/Fr not first language	1647	4.7	20.3	31.0	43.9	-	99.9*
TOTAL	6804[b]	2.6	16.4	28.6	52.3	-	99.9*

NOTE: No information category not included in 1980 tables.

[a]There are 243 ESL students who were not included in this table. An additional 60 students did provide sufficient information on background to include them.

[b]162 students provided insufficient information, and an additional 99 were ESL students. Those students were not included in this table.

*Does not equal 100% because of rounding.

proportions in other levels. To control for SES the data have been presented again in Table 27 where only those students whose parents are in SES category 2 are reported. In this table, students born in Canada who learned a language other than English and/or French as a first language, show a very different pattern than other students, being much more likely to be in level 5 and 6 programs and less likely to be taking courses at other levels.

Table 28 examines the relationship between the age on arrival of students born outside of Canada and their levels of study. Each age group is subdivided by whether or not English and/or French was a first language. Among those who speak English and/or French as a first language, a clear pattern exists. The later arrivals have distinctly smaller proportions of students in levels 5 and 6 and larger proportions in levels 1, 2, 3 and 4. Among those students for whom English and/or French was not a first language, there is a similar pattern but the change from age level to age level is not nearly as dramatic. Looking at the totals, the two language groups seem much more similar than when the data are subdivided by age on arrival.

Another way of looking at this same group of students, i.e., those born outside Canada, is to examine the levels of study according to where the students were

TABLE 27

IMMIGRANT STATUS AND LEVEL OF STUDY

FOR STUDENTS WHOSE PARENTS ARE IN SOCIO-ECONOMIC STATUS CATEGORY 2

Immigrant & Language Category[1]	Number	Level of Study: 1 and 2 %	3 %	4 %	5 and 6 %	No Info. %	Total %
Both Parents in SES Category 2							
1	95	3.2	20.0	37.9	36.8	2.1	100.0
2	281	0.0	6.4	31.7	58.4	3.6	100.1*
3	64	4.7	28.1	34.4	31.3	1.6	100.1*
4	408	3.7	21.3	32.8	38.2	3.9	99.9*
TOTAL	848[a]	2.5	16.7	33.1	44.2	3.4	99.9*
(Total 1980)	(1023)	(4.1)	(22.2)	(35.1)	(38.6)	-	(100.0)
Single Parent - Mother in SES Category 2							
1	78	3.8	25.6	32.1	37.2	1.3	100.0
2	35	0.0	5.7	37.1	54.3	2.9	100.0
3	80	6.3	23.8	31.3	35.0	3.8	100.2*
4	55	7.3	16.4	34.5	32.7	9.1	100.0
TOTAL	248[b]	4.8	20.2	33.1	37.9	4.0	100.0
(Total 1980)	(237)	(5.1)	(23.6)	(40.5)	(30.8)	-	(100.0)

[1] See Table 25 for categories.

[a] An additional 42 students provided no information on their parents' occupations and family structure and are excluded from this table.

[b] An additional 43 students provided no information on their mothers' occupations and family structure and are excluded from this table.

NOTE: There are 243 ESL students who were not included in this table.

TABLE 28

AGE ON ARRIVAL AND LEVEL OF STUDY FOR STUDENTS NOT BORN IN CANADA: CATEGORIZED BY WHETHER OR NOT ENGLISH AND/OR FRENCH WAS THEIR FIRST LANGUAGE

Age on Arrival	First Language	Number	Level of Study 1 and 2 %	3 %	4 %	5 and 6 %	No Info. %	Total %
1-6	Eng and/or Fr	159	1.3	12.6	20.1	64.2	1.9	100.1*
	Another Language	352	1.7	11.4	31.8	52.6	2.6	100.1*
7-11	Eng and/or Fr	335	2.1	17.3	28.4	48.4	3.9	100.1*
	Another Language	495	3.8	17.8	24.4	51.7	2.2	99.9*
12+	Eng and/or Fr	251	5.6	21.1	30.7	37.5	5.2	100.1*
	Another Language	678	5.5	14.0	26.0	45.9	8.7	100.1*
TOTAL	Eng and/or Fr	745	3.1	17.6	27.4	48.1	3.9	100.1*
	Another Language	1525	4.1	14.6	26.8	49.3	5.2	100.0

*Does not equal 100% because of rounding.

born. These data which are presented in Table 29 must be treated cautiously since some regions such as Central America, Middle East and Oceania were listed by only a few students. Students born in Central America, the Caribbean and Europe are among those most likely to be in levels 1, 2 and 3 and least likely to be in levels 5 and 6. Students born in the Middle East, the United States and Mexico, the Far East and Oceania, are the most likely to be in levels 5 and 6. To understand these data from another perspective, the reader is referred back to Tables 18, 19, 20 and 21. These tables consider parent's occupation and student's place of birth. They clearly show, for example, that students born in the United States and Mexico are much more likely to have parents in the higher SES categories than those students born in the Carribean and Europe.

Race and Level of Study

Table 30 presents data relating levels of study to race. Students who identified themselves as Black or Native Canadian are among those less likely to be studying in levels 5 and 6. On the other hand, Black and Native Canadian students are more likely to be studying in levels 1, 2 and 3. Of all groups, the Native Canadians are most likely to be studying at level 4. Students of Asian

TABLE 29

REGION OF BIRTH AND LEVEL OF STUDY OF GRADE 9 STUDENTS

Region of Birth[1]	Number	Level of Study					Total %
		1 and 2 %	3 %	4 %	5 and 6 %	No Info. %	
Ontario	3892	2.0	11.8	27.0	57.0	2.2	100.0
Other Provinces	330	1.2	14.8	22.7	57.0	4.2	99.9*
U.S. and Mexico	106	0.0	0.9	11.3	84.0	3.8	100.0
South America	229	4.8	14.4	31.0	44.5	5.2	99.9*
Central America	11	18.2	45.5	18.2	18.2	0.0	100.1*
Caribbean	390	5.9	24.1	32.1	32.8	5.1	100.0
Europe	937	4.8	22.1	32.4	36.9	3.7	99.9*
Middle East	12	0.0	0.0	8.3	91.7	0.0	100.0
Far East	351	1.1	3.7	15.7	74.9	4.6	100.0
South East Asia	255	1.2	6.7	23.5	56.9	11.8	100.1*
Oceania	15	0.0	20.0	6.7	73.3	0.0	100.0
South Asia	79	3.8	8.9	20.3	64.6	2.5	100.1*
Africa	34	5.9	0.0	20.6	67.6	5.9	100.0
No Information	83	1.2	21.7	30.1	43.4	3.6	100.0
TOTAL	6724	2.6	13.5	26.8	53.7	3.3	99.9*

[1]See note under Table 1 for source of classification.

*Does not equal 100% because of rounding.

TABLE 30

RACE AND LEVEL OF STUDY OF GRADE 9 STUDENTS

Race	Number	Level of Study					
		1 and 2 %	3 %	4 %	5 and 6 %	No Info. %	Total %
Black	496	4.8	25.2	32.1	31.5	6.5	100.1*
White	4821	2.8	14.1	27.5	53.1	2.6	100.1*
Native Canadian	77	5.2	19.5	50.6	24.7	0.0	100.0
Asian Descent	847	0.8	4.3	17.0	72.0	5.9	100.0
South Asian Descent	133	4.5	9.0	22.6	60.9	3.0	100.0
Other	244	0.0	5.7	30.7	60.2	3.3	99.9*
No Information	106	0.9	24.5	28.3	40.6	5.7	100.0
TOTAL	6724	2.6	13.5	26.8	53.7	3.3	99.9*

*Does not equal 100% because of rounding.

descent are more likely to be studying in levels 5 and 6 than students of other races and are less likely to be studying in levels 1, 2, 3 or 4.

Family Structure and Level of Study

Students living with both parents are more likely to be in levels 5 and 6 than students in single-parent families particularly mother-only families as can be see by examining Table 31. A further examination of family structure was carried out by considering only those parents in occupational category 2 (see Table 32). This table shows again that students from two-parent families are a little more likely to be in levels 5 and 6 than if they are from single-parent families. (SES category 2 is the lowest category for employed people.)

Socio-economic Status and Level of Study

In Table 33, data relating socio-economic status to level of study are reported based on father's occupation for two-parent families. Similar data are reported based on mother's occupation for two-parent families in Table 34. Data based on parent's occupation for single-parent families are presented in Tables 35 and 36. In every case, the pattern is essentially one of a higher

TABLE 31

FAMILY STRUCTURE AND LEVEL OF STUDY OF GRADE 9 STUDENTS

Family Structure	Number	Level of Study					Total
		1 and 2 %	3 %	4 %	5 and 6 %	No Info. %	%
Both Parents	4869	2.3	12.0	26.6	56.4	2.8	100.1*
Father Only	218	2.3	14.7	23.9	54.6	4.6	100.1*
Mother Only	1240	4.1	17.3	27.3	48.1	3.3	100.1*
Guardian	226	2.2	15.0	29.2	44.2	9.3	99.9*
Group Home	62	4.8	29.0	27.4	27.4	11.3	99.9*
Alone	54	0.0	22.2	44.4	25.9	7.4	99.9*
Relatives/Friends	3	0.0	0.0	33.3	66.7	0.0	100.0
No Information	52	1.9	28.8	23.1	36.5	9.6	99.9*
TOTAL	6724	2.6	13.5	26.8	53.7	3.3	99.9*

*Does not equal 100% because of rounding.

TABLE 32

FAMILY STRUCTURE AND LEVEL OF STUDY FOR SES CATEGORY 2 ONLY

Family Structure	Number	Level of Study: 1 and 2 %	3 %	4 %	5 and 6 %	No Info. %	Total %
Both Parents Present							
Father	1882	2.9	15.3	32.9	46.3	2.6	100.0
Mother	1402	2.6	14.7	33.0	46.4	3.2	99.9*
Both Father[a] and Mother	852	2.5	16.8	33.2	44.1	3.4	100.0
Father Only	55	0.0	20.0	30.9	41.8	7.3	100.0
Mother Only	245	4.9	20.0	32.2	38.4	4.5	100.0

*Does not equal 100% because of rounding.

[a]Note that for this row, both father and mother are in occupational category 2.

TABLE 33

LEVEL OF STUDY AND SOCIO-ECONOMIC STATUS BASED ON FATHER'S OCCUPATION: STUDENT LIVES WITH BOTH PARENTS

SES Category[1]	Number	Level of Study					Total %
		1 and 2 %	3 %	4 %	5 and 6 %	No Info. %	
1	228	5.3	14.0	27.6	50.4	2.6	99.9*
2	1882	2.9	15.3	32.9	46.3	2.6	100.0
3	449	2.7	15.6	30.5	47.2	4.0	100.0
4	556	0.5	6.1	21.2	69.6	2.5	99.9
5	374	0.5	2.1	13.9	81.0	2.4	99.9
6	447	0.2	1.6	7.8	88.6	1.8	100.0
Self-employed	215	0.9	7.4	17.7	70.7	3.3	100.0
No Information	718	3.5	17.7	32.2	43.2	3.5	100.1
TOTAL	4869	2.3	12.0	26.6	56.4	2.8	100.1

[1]See Table 15 for description of the categories.

*Does not equal 100% because of rounding.

TABLE 34

LEVEL OF STUDY AND SOCIO-ECONOMIC STATUS BASED ON MOTHER'S OCCUPATION: STUDENT LIVES WITH BOTH PARENTS

SES Category[1]	Number	Level of Study					Total %
		1 and 2 %	3 %	4 %	5 and 6 %	No Info. %	
1	1370	3.0	12.4	25.6	56.9	2.1	100.0
2	1402	2.6	14.7	33.0	46.4	3.2	99.9*
3	395	1.0	9.1	26.3	61.5	2.0	99.9*
4	334	1.2	5.1	15.3	76.0	2.4	100.0
5	224	0.4	3.6	14.7	79.9	1.3	99.9*
6	86	0.0	0.0	14.0	84.9	1.2	100.1*
Self-employed	108	0.0	4.6	13.9	76.9	4.6	100.0
No Information	950	2.5	14.7	27.8	51.1	3.9	100.1*
TOTAL	4869	2.3	12.0	26.6	56.4	2.8	100.1*

[1]See Table 16 for description of the categories.

*Does not equal 100% because of rounding.

TABLE 35

LEVEL OF STUDY AND SOCIO-ECONOMIC STATUS BASED ON FATHER'S OCCUPATION: STUDENT LIVES WITH FATHER ONLY

SES Category[1]	Number	Level of Study					Total %
		1 and 2 %	3 %	4 %	5 and 6 %	No Info. %	
1	13	7.7	30.8	15.4	46.2	0.0	100.1*
2	55	0.0	20.0	30.9	41.8	7.3	100.0
3	8	0.0	12.5	37.5	50.0	0.0	100.0
4	42	2.4	11.9	19.0	59.5	7.1	99.9*
5	24	4.2	4.2	16.7	75.0	0.0	100.1*
6	33	0.0	9.1	15.2	75.8	0.0	100.1*
Self-employed	11	0.0	9.1	18.2	63.6	9.1	100.0
No Information	32	6.3	18.8	34.4	34.4	6.3	100.2*
TOTAL	218	2.3	14.7	23.9	54.6	4.6	100.1*

[1]See Table 15 for description of the categories.

*Does not equal 100% because of rounding.

TABLE 36

LEVEL OF STUDY AND SOCIO-ECONOMIC STATUS BASED ON MOTHER'S OCCUPATION: STUDENT LIVES WITH MOTHER ONLY

SES Category[1]	Number	Level of Study					Total %
		1 and 2 %	3 %	4 %	5 and 6 %	No Info. %	
1	266	8.6	25.2	27.8	35.3	3.0	99.9*
2	245	4.9	20.0	32.2	38.4	4.5	100.0
3	147	4.8	14.3	32.0	47.6	1.4	100.1*
4	160	0.6	2.5	13.8	80.0	3.1	100.0
5	105	0.0	6.7	19.0	73.3	1.0	100.0
6	31	0.0	6.5	12.9	74.2	6.5	100.1*
Self-employed	14	0.0	7.1	14.3	78.6	0.0	100.0
No Information	272	2.9	23.2	33.1	36.4	4.4	100.0
TOTAL	1240	4.1	17.3	27.3	48.1	3.3	100.1*

[1]See Table 16 for description of the categories.

*Does not equal 100% because of rounding.

proportion of students in levels 5 and 6 with each move up in the socio-economic status categories. The pattern is reversed for levels 1, 2 and 3.

The data for parents in two-parent families who are not working cannot be thought of within this pattern because it does not reflect the financial circumstances of the spouse. In all cases, however, it seems that the pattern of levels of study for students reporting their parent(s) as self-employed tends to fall somewhere between the patterns of SES category 4 and SES category 5. A final strong note of caution must be sounded because large numbers of students did not report occupational information about their parent(s).

DISCUSSION

There seems to be less need for a discussion now that this report is being produced annually. The data in the first half of the report provide some indices of the current ethno-cultural mix of our student population. The latter part of the report provides data on their levels of study and how they are related to some of the students' background characteristics. Changes in these relationships, if any, will likely come slowly. The data show a slight change in the proportions of students in the different levels of study compared to last year. When trying to relate level of study to such factors as parent's employment and student's place of birth, one cannot sort out the variables as distinctly as the reader might like. For instance, most of the students born in the United States have fathers in the upper SES categories. Over a third of the students who were born in the Carribbean live in mother-only families and of those who come from two-parent families, less than 10% have a father working in one of the upper three occupational categories. Of the students born in South East Asia who are living in two-parent families, 19% of them live with a father who was not employed at the time of the survey.

These selected illustrations are intended to remind the reader of the complexity with which such factors as

immigration interact with occupation. This does not cause the student's placement but as shown in the study of Post Secondary Plans of Grade 8 Students and Related Variables, (Larter, et al. 1982) ethno-cultural variables do interact in relationship to program placement.

Parents' occupations do not cause school placement or choice of level of study. Categorizing parents' occupations provides a summary measure of the family's economic and educational resources. This also acts as a surrogate measure of parents' attitudes towards post-secondary education, the students' academic abilities and interests as well as additional similar factors which are more likely to be the "cause" for choice of level of study.

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APPENDIX A

SURVEY FORM 1981

THE BOARD OF EDUCATION FOR THE CITY OF TORONTO

Use Only

THE GRADE 9 STUDENT SURVEY

This information helps the Board to make plans for schools that serve different communities, and to meet some of the needs of students by providing resources in many languages. Please complete the questionnaire carefully. The Research Department will treat your answers confidentially and will use them to make summaries for the school system and its trustees.

NAME	SEX	DATE OF BIRTH
CLASS	SCHOOL	I.D. NUMBER

Please check (√) the boxes and fill in the blanks that apply to you.

1. At what level are you taking most of your courses this year?

   Level: [1] [2] [3] [4] [5] [6] — 7

2. Were you born in Canada?

   YES [ ] What Province?_____ — 8 10

   NO [ ] What Country?_____

   If you answered "NO", when did you arrive in Canada? — 11

   Date of Arrival: [ ][ ] month [1][9][ ][ ] year — 13

3. Check the language(s) you learned to speak first (you may check more than one box if necessary). — 15

   English [ ]

   French [ ]

   Another Language [ ] _____ (Please specify the language) — 17

4. How fluent are you in the English and French languages?

	English		French		
	Spoken	Written	Spoken	Written	
Fluent	[ ]	[ ]	[ ]	[ ]	19
Fair	[ ]	[ ]	[ ]	[ ]	
Poor	[ ]	[ ]	[ ]	[ ]	21
None	[ ]	[ ]	[ ]	[ ]	

5. What other language(s) do you speak fluently?

   _____ — 23

   _____ — 25

6. People sometimes identify themselves by race and colour. Please check the category below that you apply to yourself.

   [ ] Black

   [ ] White — 27

   [ ] Native Canadian Indian, Inuit or Metis

   [ ] Asian Descent_____ (Specify, e.g., Chinese, Japanese, Korean, etc.) — 28 30

   [ ] South Asian Descent_____ (Specify, e.g., East Indian, Pakistani, etc.)

   [ ] Other_____ (Specify, if not included above)

7. Do you live with (check one):

   [ ] Both Parents [ ] Guardian — 31

   [ ] Father Only [ ] Group Home

   [ ] Mother Only [ ] Alone

   What is your Father's job now?_____ — 32

   _____

   What is your Mother's job now?_____ — 34

   _____

   If you checked guardian, what is your guardian's job now? — 36

   _____

   _____ — 38

9.81

APPENDIX B

LETTER TO THE PRINCIPALS

THE BOARD OF EDUCATION FOR THE CITY OF TORONTO
155 College Street, Toronto M5T 1P6, Canada, 598-4931

October 15, 1981

TO: ALL SECONDARY SCHOOL PRINCIPALS

The material for the annual Grade 9 Survey accompanies this letter. It has been prepackaged for the classes which will be involved; a copy of the letter to the teachers is attached.

The first request is for your support. Please remind the teachers that the Board's request for this survey came from the Final Report of the Sub-Committee on Race Relations and that complete and accurate information for each school and program is important.

The second request is for you to make arrangements for the questionnaire to be administered in the home rooms: have the envelopes distributed to the appropriate home room teachers, make additional blank forms available if necessary and arrange to have all forms collected. Please treat the students' replies confidentially.

NOTE: All forms with labels are to be returned. Where students cannot complete the form, the reason should be written on the form.

When all the envelopes are collected, please return by Board mail to the Research Department as soon as possible and within three weeks.

We have tried to organize matters to minimize the amount of additional work for you and your staff.

Thank you for your help and the help of your staff.

Yours sincerely,

E. N. WRIGHT, Ed.D.
Chief Educational Research Officer

/lm

cc--Area Superintendents
Assistant Area Superintendents

Edward N. McKeown, Acting Director of Education/Ronald W. Halford, Acting Associate Director of Education
Mitchell Lennox, Superintendent of Professional Services/Donald G. Rutledge, Superintendent of Curriculum & Program
Helen I. Sissons, Superintendent of Personnel/Michael J. Rose, Comptroller of Buildings and Plant/David S. Paton, Comptroller of Finance

APPENDIX C

LETTER TO THE TEACHERS

THE BOARD OF EDUCATION FOR THE CITY OF TORONTO
155 College Street, Toronto M5T 1P6, Canada, 598-4931

October 15, 1981

Dear Teacher:

The Board has requested an annual survey of Grade 9 students. The survey form is the same as the one used last year. It has been reviewed by various school and community groups and the Human Rights Commission. Your assistance is needed to help obtain complete and accurate data from the students. Please treat their replies confidentially.

PROCEDURES:

(1) Distribute the labelled forms to the students. If there is no labelled form for a student on your roll, have the student complete a form without a label and print his/her name, I.D. #, etc. in the blank space above the space for the label.

(2) If a student is absent but still on your roll, please have the form completed in the next day or two. If a form is not completed, indicate the reason at the top of the form (e.g., transferred to-name of school or location).

(3) If a student has a problem in deciding how to answer a question, ask the student to provide details, for the Research Department, writing on the back of the form if necessary.

(4) For question 7 (occupation), ask the students to specify the kind of work the parent does - not the name of employer. A full description of a job title is preferred to one that is too short. For example, the title "engineer" does not distinguish among civil engineers, railway engineers and stationary engineers.

(5) NOTE: Every labelled form is to be returned.

All forms are to be returned in the original envelope to the school office which will arrange to have them sent to the Research Department.

Thank you for your help.

Yours sincerely,

E. N. WRIGHT, Ed.D.
Chief Educational Research Officer

/lm

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